

## 1: LESSON PLAN - Nmbr9

<p><b>LEARNING AIMS</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Engage in cooperative play</li> <li>● Reflect on their own logical and spatial reasoning</li> <li>● Gain a basic understanding of game mechanics, rules, fundamental gameplay, scoring, strategies, cooperative principles, increase mental math skills, number sense skills</li> <li>● Logical reasoning: <b>Exploring</b> the game to learn how to place pieces on different levels (good, legal moves) (W1)</li> <li>● Spatial reasoning: <b>Tactilizing</b> with the tiles to figure out how to place tiles and how to fit tiles together – getting to know the game (W1)</li> </ul>
<p><b>MATERIALS</b></p>	<ul style="list-style-type: none"> <li>● Enough copies of Nmbr9 for your class (3-4 students per game)</li> <li>● Nmbr9 Scorecard (one per student)</li> <li>● Condensed rules sheet - Nmbr9 How to Play</li> </ul>
<p><b>SPECIAL CONSIDERATIONS</b></p>	<ul style="list-style-type: none"> <li>● Could introduce game through modelling the game (ELL learners)</li> <li>● Could have the instructions in picture formats (simplified instructions)</li> <li>● One round of Nmbr9 game play takes approximately 20 minutes.</li> <li>● Organize groups according to student needs: Play in pairs, so two on two. Encourage discussion and understanding of the game rules.</li> </ul>
<p><b>LESSON ACTIVITIES</b></p>	<p>1. Today, we’re going to play a new game! It’s called Nmbr9 and this is what the box looks like [show box]. Have you seen it? Heard of it? Played it? From looking at the box, what do you think the game about?</p> <p>All the other games you’ve played, except for Qwirkle, were played on a grid with all the other players. This game is different because you create your own game board as each turn happens. Let’s watch a video to learn about the game pieces and turns: <a href="#">NMBR 9 How to Play Video</a>.</p> <p>Ask some questions to gauge understanding of the rules: What happens at the beginning of each turn? How do you make a legal tile placement on the same level as other tiles? [has to be adjacent, or touching sides] How do you make a legal tile placement on a higher level? [cover more than 1 tile, adjacent to other tiles on level]How do you</p> <p>How do you score? [0 points for tiles on the table, multiply number of level number above that] To keep track of your score, use the <a href="#">Scorecard</a>. It’s best to write down the number you play each turn, on the row of the level that you played on.</p> <p>I’d like you to think about how you are <b>exploring</b> the game today and figuring out how to make legal moves. With your partner, <b>touch</b> and move the number tiles around till you find a good placement. <b>Explore</b> which tiles fit together well and which tiles are hard to place!</p>

	<ol style="list-style-type: none"> <li>2. Divide students into groups with two pairs. [As they learn how to make moves, it's great to play as a pair. In later weeks, they could play individually.]             <ol style="list-style-type: none"> <li>a. Explore pieces, read rules that come with the game</li> <li>b. One on one group engagement for questions and clarifications</li> <li>c. Once students feel comfortable, they may start an official round.</li> </ol> </li> <li>3. Teacher circulates and prompts student discussion of strategies. Encourage students to ask each other the questions listed on the "How to Play" sheet (see below).             <ol style="list-style-type: none"> <li>a. Why did you choose to place that piece there?</li> <li>b. Could you have tried a different strategy?</li> <li>c. How many points did that move give you?</li> </ol> </li> <li>4. Hand out the reflection sheet so students know what questions to think about. Encourage them to choose one round of the game and answer the questions (could get through 2 rounds in one class).</li> </ol>
<p><b>QUESTIONS/ REFLECTIONS</b></p>	<p>Questions for students/prompts:</p> <p>Focus for Week 1:</p> <ul style="list-style-type: none"> <li>● Which numbers fit together well with no gaps? What are pairs of well-matched pieces?</li> <li>● Which pieces were difficult to place?</li> <li>● Is your strategy for fitting the tiles changing? Did you physically rotate or shift? Did you use the squares to help? Did you visualize?</li> <li>● What is your strategy to have the least gaps?</li> <li>● Did you have a good hint for another player who wasn't sure where to place his/her piece?</li> <li>● How did you decide to start the next level?</li> <li>● How many pieces did you have to place on Level 0 (table) before you could add your first Level 1 piece?</li> <li>● How would it change the game if the tiles were double sided and you could flip them?</li> </ul> <p>"For Next Time" Reflection Question:</p> <p>How are you going to place your pieces next time to increase your score from today's score?</p> <p>Other questions to consider:</p> <ul style="list-style-type: none"> <li>● How are you going to obtain the most points?</li> <li>● Did the player with the highest level get the most points?</li> </ul>

	<ul style="list-style-type: none"><li>● What strategy did you use to get the most amount of points?</li><li>● How are your individual boards the same? How are they different?</li><li>● What was the most challenging part of this game?</li><li>● If you could make one change to the game, what would it be? Why?</li><li>● How many levels do you think is the maximum someone could get to for this game?</li><li>● BEFORE YOU TALLY POINTS: Compare your game board to your neighbour. Estimate who won.</li><li>● You get to design a new piece for number 10, what would you design?</li></ul>
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